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DESCRIPTORS *Annotated Bibliographies, Disadvantaged Youth, Dropouts, *Occupational Guidance, Trade and Industrial Education, *Vocational Education, Work Experience Programs

ABSTRACT

Twenty-nine annotated bibliographies on vocational-technical education and vocational guidance are presented in this report. They are divided into five sections which provide information on trade and industrial education, the disadvantaged child, work experience programs, the dropout, and vocational guidance. The annotations contain information about publisher, author, date of publication, number of pages, and an abstract and indexing terms. All the documents have ED numbers and are available on microfilm from the ERIC Document Reproduction Service. (BC)

ED038513

AN ANNOTATED BIBLIOGRAPHY OF RESOURCES

in

THE FIELDS OF

VOCATIONAL-TECHNICAL EDUCATION

and

VOCATIONAL GUIDANCE

Prepared by:
The New Hampshire State Department of Education
Division of Instruction
H. Stuart Pickard, Director
Planning, Development and Evaluation

From materials compiled and disseminated by the
U.S.O.E. - Educational Resources Information Center

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TRADE and INDUSTRY

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/10/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001620	N.A.	Bulletin 581

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4. AUTHOR(S):
Division of Educational Research

5. TITLE OF DOCUMENT ABSTRACTED:
Educational or Vocational Plans Questionnaire, Grade 12B
Philadelphia Public and Diocesan High Schools - June 1957

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Philadelphia Schools
ST. Philadelphia, Pennsylvania
CITY, STATE

9. PUBLISHER OR SOURCE
Philadelphia Schools
Philadelphia, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	6/57	12

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OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
statistical survey

16. INDEXING TERMS (6-12)

student attitudes	diocesan schools	Philadelphia, Pennsylvania	
student survey	secondary schools	employment discrimination	
religious discrimination	non-school activities	guidance counseling	

17. ABSTRACT (MAX. 250 WORDS)

The questionnaire was administered to 8709 high school seniors. Of this number 4279 were from public schools and 4430 were diocesan school graduates. 6006 planned to work immediately after graduation, and 2643 planned to continue their education. For those going on to college 16.6% planned to study engineering; 16.4% teaching; and 15.7% business. Not more than a dozen of all the college-bound students met with discriminatory practices when seeking admission to a college.

Among the students seeking their first job after graduation, approximately 3% of the Negro boys and 7 or 8% of the Negro girls probably met with discrimination. A large majority of these job-bound students were employed in a clerical capacity.

Boys agreed that mathematics courses proved most helpful to their careers. Girls felt English and commercial subjects were most helpful. The most helpful non-school activities indicated were part-time jobs, organization work, clubs and athletics.

Most pupils described guidance they received as adequate. Advice on scholarships was reported as the most inadequate service provided.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
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ERIC Form 1

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001681	N.A.	N.A.	

4. AUTHOR(S): Cangemi, Joseph P.

5. TITLE OF DOCUMENT ABSTRACTED: World-of-Work Porgram: Specifics 1963-1964

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: City School District
ORG. Madison Area Project
ST Syracuse, New York
CITY, STATE

9. PUBLISHER OR SOURCE: City School District, Madison Area Project, Syracuse, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	12/63	10

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OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12): maladjustment characteristics, potential dropouts, school dropouts, vocational counseling, curriculum planning, secondary education, adult education, student guidance, educational counseling, work-study programs, job training, student motivation, student attitudes, school-community programs, Madison Area Project, World-of-Work Program, Syracuse, New York

17. ABSTRACT (MAX. 250 WORDS):

Twelve characteristic symptoms of student maladjustment are listed in an attempt to help parents, teachers, and counselors to identify the potential dropout. To insure proper guidance and supervision of the training program, the selected students will attend a Vocational Orientation weekend and will then report for job interviews, beginning new experiences at their respective training stations.

Students and their parents will be informed of the rules and regulations of the program. Students deliberately violating the most serious regulations, such as stealing from an employer, will be dismissed from the program immediately.

Student follow-up techniques will include: counseling - one-to-one counseling sessions will be a part of each students' program at least once a week; contacting employers; reports - pertinent information on each student will be on file in the coordinator's office; job changes - a change of training or environment will be effected for the good of both the student and the employer; testing - at the beginning of an end of the school year, testing will compare and determine the relative effectiveness of the experiences; and parent-teacher contacts - periodically, parents and teachers will be asked to evaluate student behavior, particularly that relating to school adjustment and satisfaction.

To know as much as possible about each student in the program, interviews and tests (intelligence, aptitude, interest, and personality) will be administered. A typical student-trainee daily schedule is presented. Community support, expansion plans, and the advisory board are discussed.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001794	00871	NA	

4. AUTHOR(S): Dauwalder, Donald D.

5. TITLE OF DOCUMENT ABSTRACTED: Vocational Education in the Pittsburgh Public Schools

6. PUBLICATION TITLE: NA

7. EDITOR(S): NA

8. PLACE OF ORIGIN: Board of Public Education
ORG. Pittsburgh, Pa.
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CITY, STATE
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9. PUBLISHER OR SOURCE: Pittsburgh Board of Public Education
Pittsburgh, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	Apr 63	110

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B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: survey

16. INDEXING TERMS (6-12)

Pittsburgh metropolitan area		vocational education redesign	
economic decline	public schools	employment needs	employer attitudes
student need	student attitudes	vocational education	Board of Public Education
		teacher attitudes	Pittsburgh, Pennsylvania

17. ABSTRACT (MAX. 250 WORDS)

The economy, the employment-unemployment ratio, and the amount, type, and level of available education have contributed to the general economic decline of the Pittsburgh Standard Metropolitan Statistical Area (SMSA). A survey was made to assist in overcoming the situation. The present and future student population need was examined against the present program of vocational education. Redesign was suggested in terms of industry's need for employees, based on kinds of skills and types of job opportunities.

A picture is presented of population changes, the status of industry, unemployment and employment statistics, the role of labor unions, and total educational opportunities. Parental, student, and written studies, questionnaire answers, and personal interviews resulted in tables and statistics from which recommendations were made.

The survey revealed inadequate vocational training resulting from emphasis on academic education, lack of funds, and poor attitude on the part of schools, students, parents, and community. Deemed necessary were: increased guidance and counseling service, particularly in the elementary schools; accommodation by the junior or community colleges of the 60 students not receiving post-high school education because of lack of funds; and acquisition by students, parents, and the community of realistic knowledge of job opportunities, training required, and the cost of such training.

It was concluded that only by having and using accurate and current knowledge can a program required in our technological age be provided. Community and home attitudes must be influenced to lead students into vocational areas. Cooperation by all levels of government and community is necessary to provide sufficient funds for vocational education. An appendix is attached.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
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ED001151	N.A.	N.A.	

4. AUTHOR(S):
Wausau District Public Schools, Wausau, Wisconsin

5. TITLE OF DOCUMENT ABSTRACTED:
Industrial Arts Handbook

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Wausau District Public Schools
ST. Wausau, Wisconsin
CITY, STATE
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9. PUBLISHER OR SOURCE Wausau District Public Schools, Wausau, Wisconsin

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1963	40

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OTHER ERIC REFERENCES:

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B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Curriculum Guide

16. INDEXING TERMS (6-12)

guidance counselors	junior high education	non-mech. processes	technical education
administrator	senior high education	drafting	industrial arts
elementary education	industrial processes	vocational education	engineering
	mechanical processes	auto mechanics	metals

17. ABSTRACT (MAX. 250 WORDS) To aid teachers, guidance counselors, and administrators, as well as the student himself, the handbook offered purposes and course descriptions in the field of industrial arts; it applied to elementary junior high, and senior high school students. Industrial arts provided on opportunity for students to discover their aptitudes and abilities in the various fields of technology.

In elementary school, the purpose of the program contributed to the goals set up for the over-all curriculum of the modern elementary educational program. Through group activities, the program helped students understand the practical nature of the theory in areas such as communicative arts, social studies, mathematics, and science. Activities used included those involved with carrying out an industrial process such as making of paper. They also included the construction of such mechanical project as puppets, and the construction of such non-mechanical projects as the making of costumes.

The junior high school program offered students an opportunity to work in a number of different industrial arts areas and assisted them in locating and developing the aptitudes and industrial interests they might have had for technical work. The five areas used were general drafting, general woodworking, general electricity, general metals, and general power mechanics.

The senior high school program encompassed the basic ideas of general education and also provided the students with an opportunity to specialize toward pre-vocational, pre-technical, or pre-engineering work. The courses offered were drafting (I,II,III,IV), engineering technology (drafting), woodworking (I,II,III,IV), electricity (I,II,III), engineering technology (eectricity), metalworking (I,II,III,IV), engineering technology (metalworking), printing (I,II), and auto mechanics (I,II).

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
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A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001211	N.A.	OE-33022	

4. AUTHOR(S):
Schmitt, Marshall L.

5. TITLE OF DOCUMENT ABSTRACTED:
Improving Industrial Arts Teaching

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
Office of Education
ORG. Department of HEW
ST. Washington, D.C.
CITY, STATE

9. PUBLISHER OR SOURCE
U.S. Government Printing Office
Washington, D.C.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1962	70

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FOLLOW-UP ☐

OTHER ERIC REFERENCES:

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B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Conference Report

16. INDEXING TERMS (6-12)

industrial arts	curriculum content	industrial sociology	
teacher education	applied sciences	teaching methods	
in-service training	technical skills	gifted students	
		slow learners	

17. ABSTRACT (MAX. 250 WORDS)

The results of a conference on industrial arts called by the U.S. Office of Education are given. Working papers on significant problems and issues are followed by discussion highlights. The conference recommendations and suggestions to the professions are included and provide a basis for action for improving industrial arts in the years ahead.

Industrial arts is important in our public school curriculum, because it can 1) develop insight and understanding about the technological side of our American society for all students, and 2) discover and develop the technical talents possessed by some of the pupils in the schools. Instructional content should emphasize the understanding of fundamentals of production and the application of mathematics and science in industry. Teachers should aim for more meaningful intellectual, as well as manipulative, experiences. Teachers should establish guidelines to be used as criteria to test the appropriateness of the content to be taught and projects to be undertaken. Suggestions for such guides are given. It is suggested also that special courses be established for academically talented pupils. Teacher-education institutions are advised to consider providing more preparation in mathematics and science, in industrial and economic history and geography, and in industrial sociology and psychology. In-service education programs also need to be developed. Continual redefinition and re-examination of industrial arts are called for in the light of current changes in society.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
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A. PUBLICATION DATA

1. ACCESSION NO. ED001640	2. ORIGINATOR CONTROL NO(S). N.A.	3. IDENTIFICATION NO. N.A.	DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Research Council of the Great Cities

5. TITLE OF DOCUMENT ABSTRACTED: New Programs in Vocational Education

6. PUBLICATION TITLE: N.A.

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IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Research Council of the Great Cities Program, 228 North LaSalle St., Chicago, Illinois (ORG. / ST. / CITY, STATE)

9. PUBLISHER OR SOURCE: The Research Council of the Great Cities Program for School Improvement, 228 North LaSalle St., Chicago

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1964	45

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ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

vocational education	urban schools	high school dropouts	work-study programs
urban youth	potential dropouts	distributive education	work internship
disadvantaged youth	job training	practical nursing	Great Cities
		vocational guidance	

17. ABSTRACT (MAX. 250 WORDS)

Described are approximately fifty-five vocational education programs developed by the member Great Cities within the past two years. The brief description of each program includes: the youth involved, program features, program goals and/or evaluations and sources for further information.

The following are among the programs reported: job preparation training, cooperative work experience for construction trade students, a diversified shop program, a work internship, a distributive education program, diversified occupations, an office occupations program, practical nursing, vocational guidance, a work-study program for the educable mentally retarded, career guidance for potential dropouts, Higher Horizons for disadvantaged youth, civil service preparation for non-college-bound students, cooperative education in municipal government, Operation Return for high school dropouts, work-evening high school study program, pre-employment technical program in computer technology for high school graduates of technical, electrical or electronics courses, a health careers program, and service station management training.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
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	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001790	NA	OE- 84024

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Rosengren, Harold J.

5. TITLE OF DOCUMENT ABSTRACTED:
Three-Dimensional Teaching Aids for Trade and Industrial Instruction

6. PUBLICATION TITLE:
NA

7. EDITOR(S):
NA

8. PLACE OF ORIGIN
Division of Vocational Education
Office of Education
ORG.
ST. Dept. of HEW
CITY, STATE Washington, D.C.
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9. PUBLISHER OR SOURCE
Office of Education
U.S. Dept. of Health, Edu., & Welfare

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	1951	51

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OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
survey

16. INDEXING TERMS (8-12)

teacher aids	model making	three-dimensional aids		
vocational schools	industrial instruction	instructional aids		
teaching methods	trade instruction			

17. ABSTRACT (MAX. 250 WORDS)

Three-dimensional models are used with great effectiveness as teaching aids. Concepts can be much more readily understood when significant relationships and ideas are simplified, exaggerated, and presented as working models. These models can be constructed by teachers and/or by students. The following considerations should be kept in mind: the aid must focus attention on the principle, concept, or idea to be taught; construction should be durable, workmanship of high quality; and operation must be smooth and simple. The teacher must judge which type of model is best suited for his purpose. Models may be classified under the following headings: 1) the cutout, cutaway, or cross-sectional model; 2) the working model; 3) the enlarged model; 4) the reduced model; 5) the scale model; 6) the transparent model; and 7) the mock-up. A variety of colors and materials may be used. The construction of three-dimensional aids can be facilitated through a study of the side variety of devices photographed in this publication. A variety of instructional areas is presented, although most are in the vocational area. An instructor's check-list on the principles and practices related to the use of these aids is presented. The list includes the following headings: planning and preparing, making the presentation, student performance, terminating the presentation, and storing the aid.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

THE DISADVANTAGED CHILD

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002444	N.A.	N.A.

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: The Disadvantaged Child: A Program for Action

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN ORG. New Jersey Education Association; ST. 180 West State Street; CITY, STATE Trenton, New Jersey; TELE. EXT; INST/LOC CODE

9. PUBLISHER OR SOURCE New Jersey Educational Association, 180 West State Street Trenton, New Jersey

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	4/64	40

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OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Program Description

16. INDEXING TERMS (6-12)

compensatory education	teacher qualifications	elementary education	special education
professional education	teacher recruitment	secondary education	team teaching
community factors	disadvantaged youth	vocational education	teacher education
	work-study programs	graduate education	enrichment
	public schools		

17. ABSTRACT (MAX. 250 WORDS)

A large number of New Jersey public school pupils are affected by environmental factors which limit their aspirations and their achievements in the process of education. Three factors affecting the disadvantaged child are that his family is economically poor, his home life provides little if any stimulation to his intellectual growth, and he and his family suffer from racial, ethnic, or other forms of social discrimination.

Recommendations for the education of disadvantaged children include: school systems with many disadvantaged children should have special teachers and teams; class size in these schools should be under 20 pupils; efforts should be made to eliminate de facto school segregation; preschool enrichment, vocational orientation, and guidance programs should be developed; high school work-study programs should be developed; special materials and textbooks appropriate for disadvantaged children should be developed; and schools should be cautious in using standardized tests with disadvantaged children.

Recommendations for the recruitment and preparation of teachers for the disadvantaged are that: the teaching profession should make efforts to change the attitudes of its own members and the public so that the best teachers are encouraged and enabled to teach in schools which have a concentration of disadvantaged children; that teachers' colleges should develop special programs for the identification and training of teachers to work with the disadvantaged, including an off-campus laboratory school in an area having a concentration of disadvantaged children; and that new teachers prepared to teach disadvantaged children should be assigned to schools in teams.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
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PUBLICATION DATA

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ED002443	N.A.	N.A.	

4. AUTHOR(S): Brazziel, William F.

5. TITLE OF DOCUMENT ABSTRACTED: Educating the Disadvantaged: Trends and Prospects

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN ORG. Special Projects Workshop ST. N.Y.State Dept. of Education, Hotel De Witt Clinton, CITY, STATE Albany, NY TELE. EXT. INST/LOC CODE

9. PUBLISHER OR SOURCE General Education, Norfolk Division, Virginia State College

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	2/65	12

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B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR Report

16. INDEXING TERMS (6-12)

special education	compensatory education	ungraded programs	reading	
elementary education	secondary education	disadvantaged youth	preschool education	
financial aid	extension education	higher education	adult education	
		remedial programs	vocational education	

17. ABSTRACT (MAX. 250 WORDS) Compensatory and developmental education is emphasized as the major moving force in the development of the disadvantaged. The development of disadvantaged people is necessary for the continued growth of their communities; programs should be developed which involve disadvantaged children at every stage of their growth and development. To that end, adult education programs to promote family planning, prenatal and postnatal care, and the provision of a better home environment are being adjusted to meet compensatory education needs. Gaps between parental desires and abilities to provide developmental experiences in the early years are being filled with new programs in early childhood education.

In elementary schools, age-grade decrements in school achievements which discourage disadvantaged children are being replaced with ungraded schools, junior primaries, fluid grouping, and strong reading readiness programs. After school hours, many schools are being kept open for tutoring, enrichment, and parent discussions. There is heavy emphasis on field trips, lowered class enrollment, the utilization of Peace Corps returnees and Peace Corps type volunteers, the utilization of new materials on intergroup education, and concentrated reading instruction.

In high schools, education for the vocationally oriented is being tied more closely to preparation for employment; colleges are informing impoverished but academically able youngsters about the increasing sources of support for college attendance and are working with them to develop their competencies for higher learning. In young adult and adult education, the emphasis is on remedying past deprivations.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

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1. ERIC NUMBER: ED001854
2. ORIGINATOR CONTROL NO(S).: N.A.
3. IDENTIFICATION NO.: N.A.

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4. AUTHOR(S): Grossmont Union High School District

5. TITLE OF DOCUMENT ABSTRACTED: Tentative Curriculum Guide for An Retarded Learner (RL) Program, English

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. Grossmont Union High School District; ST. Grossmont, CITY, STATE California

9. PUBLISHER OR SOURCE: Grossmont Union High School District Grossmont, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.		109

TELE. EXT
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TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☒ FINAL ☐ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Curriculum Guide

16. INDEXING TERMS (6-12)

slow learner	writing	class procedures		
unit topics	spelling	learning characteristics		
study habits	reading	identification		
	oral presentations	English		

17. ABSTRACT (MAX. 250 WORDS)

A curriculum guide for the slow learner is presented.

Areas of concentration are: identification and understanding of the characteristics of the slow learner; discovery and development of available materials and suitable methods; development of possible classroom units and evaluation procedures for the RL program.

In teaching the slow learner, little use should be made of reading and book study. These pupils have trouble in defining, distinguishing, analyzing and memorizing; are low in achievement, dominance, imagination, and curiosity; and cannot be pressured. They should be taught with pictures, charts, and things they can handle. Emphasis should be placed on reading modern literature and magazines related to student interest and needs. Current events should be emphasized in social studies. A regular class procedure should be established, with activities of short duration. Units should lead to oral and/or written exercises.

Suggested units are: orientation, reading and writing placement, writing form, study skills, use of the library, reference materials, building the sentence, spelling, the dictionary, choosing a vocation, applying for a job, the interview, use of the telephone, the simple business report. Second semester focuses on personal development; unit topics include attitudes, hobbies, personality development, community responsibilities, parent/student relationships, prejudice, and the establishment of a home.

Extensive instructions are given for the teaching of writing, spelling, reading, oral presentation, study skills, and orientation units. An inexpensive method of utilizing teacher-created programed materials is proposed.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
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PUBLICATION DATA

ERIC NUMBER: ED002445 | 2. ORIGINATOR CONTROL NO(S).: N.A. | 3. IDENTIFICATION NO.: N.A. | DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S): Kolb, David A.

5. TITLE OF DOCUMENT ABSTRACTED: Achievement Motivation Training for Underachieving High School Boys

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. Harvard University
ST.
CITY, STATE Cambridge, Mass.
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9. PUBLISHER OR SOURCE
Harvard University
Cambridge, Massachusetts

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
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TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (8-12)

one year and a half	followup	social	academic program	use of games	IQ factor
low achievement factor		six month followup	differences	higher class	
participation variables		school	grade average	lower class	
				boys' attitudes	

17. ABSTRACT (MAX. 280 WORDS)

The effect of a training program in achievement motivation on the academic performance f underachieving high school boys is presented. Twenty boys with IQs above 120 and school grades below C received the training program in addition to an academic summer school program. They were compared to a control group of 37 similar boys who received only the academic program. A six-month followup revealed no significant differences between the groups in improvement in school grade average. In a one-and-one-half year followup, the total grade average of experimental subjects improved significantly more than that of controls. Large social class differences were found. The grades of high social class experimentals improved significantly more than those of high controls, while low experimentals did not increase more than low controls. In the experimental group, improvement in school grades was significantly correlated with participation variables.

One of the games used to help these boys was the race game. It consisted of a miniature race track around which small electric cars could be driven. The boys, controlling the speed of their cars, raced against each other. The boy with the fastest time was the winner. As they raced the boys were asked to keep in mind the characteristics of the achieving personality in relation to the race: personal responsibility (how involved I am in the race); moderate risk-taking (how much of the time did I take too much of a risk); and ability to use knowledge of results (how well did I use my practice trials to judge my ability).

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.

PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

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Office of Education

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A. PUBLICATION DATA

ED001428

2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
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4. AUTHOR(S):
The State Education Department, New York

5. TITLE OF DOCUMENT ABSTRACTED:
English for Vocational Schools

6. PUBLICATION TITLE:
N.A.

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FINAL [X]
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7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Bureau of Vocational Curriculum, the Univ. of the State of New York, the State Edu. Dept.
CITY/STATE Albany, New York

9. PUBLISHER OR SOURCE
Bureau of Vocational Curriculum, U. of State of N.Y., State Edu. Dept. - Albany

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	4/54	208

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INST./LOC CODE

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
curriculum

16. INDEXING TERMS (6-12)

vocational schools	industrial teacher		
curriculum, English	oral expression	skills, writing	
teaching guides	skills, reading	student motivations	

17. ABSTRACT (MAX. 250 WORDS)

An English program was designed to meet the principles and aims of vocational education. The student in a vocational school has been motivated by a desire to prepare himself for a specific occupation. The vocational high school English course should capitalize on this motivation by offering the student communication skills closely related to his trade experience.

As a curriculum guide, this handbook is designed to assist the vocational English teacher in setting up a vital program for his students. It offers suggested procedures which are subject to change or modification, but which have been found to be feasible under actual teaching conditions. The course content for four years and specific procedures for the first and second years are outlined. The procedure sheets explain as specifically as possible how the course may be taught. General subject areas covered by the procedure sheets include an orientation on study methods, reading, oral expression, writing, and the mechanics of English.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

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A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001851	N.A.	N.A.	

4. AUTHOR(S):
Grossmont Union High School District

5. TITLE OF DOCUMENT ABSTRACTED:
Tentative Curriculum Guide for an Retarded Learner (RL) Program Mathematics

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Grossmont Union High School District
ST. Grossmont, California
CITY, STATE

9. PUBLISHER OR SOURCE
Grossmont Union High School District
Grossmont, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	N.A.	77

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
Curriculum Guide

16. INDEXING TERMS (6-12)

slow learner	teaching aids	geometry		
mathematics	measurement	teaching guide		
classroom units	whole numbers	characteristics		
	fractions			

17. ABSTRACT (MAX. 250 WORDS)

In teaching the slow learner, little use should be made of reading and book study. ese pupils have trouble in defining, distinguishing, analyzing, and memorizing, and are low in achievement, dominance, imagination, and curiosity.

Their activities should be simple, with emphasis on the constructional and manual. Class routine should be strict and work presented in practical situations. Curricular content of mathematics should be related to the role the slow learner will soon play as an adult consumer. Items to be included are budget planning, installment buying, simple machines, electricity, and vocational trades.

A typical suggested course outline for ninth graders is given. Texts and helpful visual aids and procedures are suggested. Individual supervision is useful and drill problems and the contract system of weekly assignments can be used. The units, objectives, and vocabulary of the Retarded Learner (RL) program to be adopted are given. The specific teaching guide for this program lists the activities to be undertaken, the teacher's role in each, and the reason each is included. The appendix contains a list of available films and other teaching aids, and sample drills and tests.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/3/65	DATE RECEIVED 7/26/65

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001397	N.A.	N.A.	

4. AUTHOR(S): Teachers College, Columbia University

5. TITLE OF DOCUMENT ABSTRACTED: Materials on Rehabilitation

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Department of Special Education
ORG. Teachers College,
ST. Columbia University
CITY, STATE New York, New York
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9. PUBLISHER OR SOURCE: S.A.O.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
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TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: resource materials

16. INDEXING TERMS (6-12)

community concerns
special education
vocational evaluation
personality factors
sheltered workshops
vocational guidance
curriculum development
work experience program
vocational rehabilitation
pre-vocational training
in-service workshops
mentally retarded
reading skills
job vocabularies
curriculum experience
vocational adjustment

17. ABSTRACT (MAX. 250 WORDS)

A bibliography on mental retardation was compiled as an aid for persons concerned with rehabilitation. The 248 publications included in the list relate rehabilitation readings to special education and are grouped among the following general headings: community concerns, institutions, personality factors, pre-vocational training, school subject areas, school work experience programs, sheltered workshops, vocational adjustment, vocational guidance, and vocational evaluation.

A list of specialized job vocabularies, a compilation of poems and rhymes, and a list of common words and expressions found on everyday signs are among the special materials which are presented to help in developing reading and other language skills. Resource materials for use in a pre-vocational program for the educable mentally retarded are listed with comments made by evaluating teachers. In the absence of a psychological dictionary, a list of terms and their definitions is presented for teachers who may be required to read psychological reports but who may be unfamiliar with the terminology employed. Other special rehabilitation materials included in the guide are: a rehabilitation program check list, discussion material on rehabilitation teams, general rehabilitation resources and their locations, a questionnaire on the philosophy of rehabilitation, and a sample program from an in-service workshop.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

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A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001737	N.A.	No. 8

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Board of Education of the City of New York

5. TITLE OF DOCUMENT ABSTRACTED:
Curriculum Resource Materials for Meeting School Retention and Pre-Employment Needs

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN ORG. Board of Education of the City of New York
ST. CITY, STATE N. Y., N.Y.

9. PUBLISHER OR SOURCE Board of Education of the City of New York, N.Y.,N.Y.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1962	228

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FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
curriculum guide

16. INDEXING TERMS (6-12)
slow learner; dropouts; employment preparation; secondary education; work-experience programs; civic education; curriculum materials; teaching techniques

17. ABSTRACT (MAX. 250 WORDS)

The curriculum materials were provided to aid secondary school teachers of slow learners and potential high school dropouts. The aim is to provide a basic education, encourage a successful learning experience, and prepare th for the world of work. Approaches and methods are geared to the slow learner, and material is presented which will be functional and related to their experiences. It serves to direct those about to make or already making the transition from school to the job. Topics are also designed to inculcate desirable ethical, social and civic attitudes. Ways of identifying the slow learner and special techniques for teaching him are described. The importance of guidance by teachers and other personnel is emphasized. A selected bibliography gives further reference.

Units include background in American Heritage and government, language arts, basic science, and mathematics. Others involve use of leisure, preparation for driving and family membership. Several relate more directly to the world of work, exploring jobs, skills and industry. Each unit states its objectives and content, and suggests teaching materials and plans. The appendix contains committee reports on a program for slow learners and a description of New York's work experience program. This enabled a group of students who failed to adjust to the high school situation to have a part-time job under the supervision of a co-ordinator while attending school.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

WORK EXPERIENCE PROGRAMS

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 8/17/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001427	N.A.	N.A.

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4. AUTHOR(S):
Moore, J.W.

5. TITLE OF DOCUMENT ABSTRACTED:
School to Employment Program (STEP)

6. PUBLICATION TITLE:
School to Employment Program (STEP)

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. The University of the State of New York
ST. State Education Dept.
CITY, STATE Bureau of Guidance
Albany, New York
INST'LOC CODE

9. PUBLISHER OR SOURCE
Univ. of the State of New York, State Edu. Dept., Bureau of Guidance, Albany

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	4/63	4

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IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

work-study	youth employment	culturally deprived	
potential dropouts	student orientation	vocational education	
guidance counseling	student motivation	STEP	

17. ABSTRACT (MAX. 250 WORDS)

The purpose of the program is to reduce the number of unemployed school dropouts through efforts with potential dropouts, 15 years of age and older, while they are still in school. The efforts are designed to enable students to return successfully to the normal school program and graduate, or to obtain satisfactory full-time employment if they should leave school.

STEP students attend school in the morning and are employed in supervised work in the afternoon. In addition to the required orientation classes, the students pursue classes in the regular curriculum. The majority of all job placements is made in situations under the jurisdiction of local boards of education.

Only 2% of STEP group dropped completely out of the school program. Another 7% were guided to full-time employment and 5% returned to the normal school program. The rest of the students are still involved in STEP work-study program after the first year.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

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A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001031	N.A.	403

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4. AUTHOR(S):
Los Angeles City Schools

5. TITLE OF DOCUMENT ABSTRACTED:
A Guide: A Work Experience Education and Employment Placement Program

6. PUBLICATION TITLE:

7. EDITOR(S):

8. PLACE OF ORIGIN
ORG. Los Angeles City Schools
ST. Los Angeles, Cal.
CITY, STATE

9. PUBLISHER OR SOURCE
Los Angeles City Schools
Los Angeles, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
Los N.A.	N.A.	1960	35

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TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☐
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR

16. INDEXING TERMS (6-12)

work experience programs	placement interviewing		
vocational education	work-experience coordinator		
employment placement	secondary education	guidance and counseling	

17. ABSTRACT (MAX. 250 WORDS)

This guide contains the basic principles, general policies, educational objectives, and minimal standards of the work experience education course and employment placement programs in Los Angeles. This program enables students to have a part-time job supervised and coordinated by the school and given course credit. It educates the student in work habits and helps develop his vocational aims. It provides a practical relationship between classroom learning and job requirements. It generates feelings of achievement and encourages completion of school. The program is initiated by the school. Student workers are supervised and the resulting information is coordinated with in-school instruction. Credit is given only when students' work is up to adult employment requirements. Kinds of employment and specific requirements for credit are explained. The importance of the high school employment office is emphasized, and standards for employment placement are listed. The Area Work Experience coordinator is a liason between high schools and employers. He promotes understanding on both sides and seeks further employment opportunities.

This guide also contains duty statements of the supervisor of the Work Experience Section, the Area Work-Experience Coordinator, the high school work experience coordinator, and the placement interviewer. A bibliography contains references for further information on work experience programs.

RIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO.
PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OR PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

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ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001426	N.A.	N.A.	

4. AUTHOR(S):
N.A.

5. TITLE OF DOCUMENT ABSTRACTED:
Developing Work-Study Programs for Potential Dropouts - A Manual
STEP: The School to Employment Program

6. PUBLICATION TITLE: Developing Work-Study Programs for Potential Dropouts - A Manual, STEP: The School to Employment Program

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
The University of the State of New York, the
ORG.
State Education Department
ST.
Bureau of Guidance, Albany,
CITY, STATE

9. PUBLISHER OR SOURCE The Univ. of the State of N.Y., the State Education Department, Bureau of Guidance, Albany, New York

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1965	114

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INST/LOC CODE New York

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FINAL ■
FOLLOW-UP □

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
manual

16. INDEXING TERMS (6-12)

work-study	youth employment	teaching techniques	employment	School to Employment Program
potential dropouts	student motivation	field trips	dropouts	
guidance counseling	culturally deprived	parent attitudes		
	vocational education	bibliography		

17. ABSTRACT (MAX. 250 WORDS)

A work-study program was designed to motivate and train potential dropouts for employment. A teacher-coordinator conducted orientation classes, supervised STEP pupils on the job, visited parents, employers and resource personnel, counseled students, followed up pupil progress with subject teachers, maintained contacts with community employment resources and prepared special teaching materials.

Students were selected on the basis of familial environment and poor school records. They were interviewed at length and placed in the work-study programs of orientation classes, regular subject classes, and afternoon on-the-job training. Students were permitted to transfer to other jobs if they did not do well. Classes made use of group discussion, role playing, field trips, guest speakers, materials from work stations, and library materials on the world of work. Parent meetings sought to encourage them to cooperate in motivating their children.

Lesson plans included, provided educational experience to train youth in applying for jobs, to initiate proper attitudes and provide vocational guidance. Students studied why they should stay in school, how to use the newspaper in looking for a job, good grooming, opportunities in the armed services, and other vocational information. A list of audio-visual aids in vocational education is given. An extensive professional bibliography of vocational publications for pupils accompanies the text.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
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ERIC Form 1

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A. PUBLICATION DATA

1. ERIC NUMBER: ED002457
2. ORIGINATOR CONTROL NO(S).: N.A.
3. IDENTIFICATION NO.: N.A.

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4. AUTHOR(S): City School District

5. TITLE OF DOCUMENT ABSTRACTED: A School-to-Employment Program for the Syracuse Public School System 1963-64

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. City School District, Madison Area Project; CITY, STATE Syracuse, New York

9. PUBLISHER OR SOURCE: City School District, Madison Area Project, Syracuse, N. Y.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1964	20

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OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (8-12)

preparation for employment	curriculum content	screening procedure
high school dropouts	work-experience	employable skills
teacher-coordinator	work attitudes	work habits

17. ABSTRACT (MAX. 250 WORDS)

STEP is a state-sponsored experimental project designed to help pupils now 15 years of age who have been identified as potential dropouts and to put in effect a program of instruction and school supervised work-experience that will develop those habits, attitudes, and skills which will enable the pupils to obtain suitable employment when they leave school, or, in some cases, rekindle the spark for education so they will return to a regular school program and complete their high school education.

The curriculum will include group and individual meetings with the teacher-coordinator to consider the labor market and employee responsibilities; and mathematics, social studies, and English from the normal school curriculum will be studied. The work-experience part of the program will consist of fifteen hours of employment per week. Concentration will be on private establishments, and employers will furnish a series of planned experiences. The students' progress will be reported to the coordinator through written forms and consultation. A psychiatric team will be utilized to maximize the effect of the program on the students. A diagram of the alternatives available to a student who has completed the program is included. In the selection process students will be referred by all junior high school guidance counselors, and parent interviews will be required for all who enter the program. Appended are charts which show the relationship of STEP to the Madison Area Project and to the overall program dealing with the dropout.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION

20. DIVISION OR DEPT.

21. CONTRACT NO. / PROJECT NO.

22. TOTAL COST OF PROJECT

23. DURATION OF PROJECT

U.S. Department of Health, Education, and Welfare
Office of Education

ERIC For...

THE DROPOUT

ERIC Document Resume	See Instruction Sheet	DATE OF SUBMI 11/3	DATE RECEIVED

PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002442	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: School Dropouts

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN ORG. National Education Assn. of the United States, 1201 - ST. 16th St., N.W., CITY, STATE Wash., D.C.

9. PUBLISHER OR SOURCE National Education Assn. of the United States, Washington, D.C. 20036

TELE. EXT. 20036

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PROPOSAL ☐
IN-PROGRESS ☐
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OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	4/63	20

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

dropouts	school dissatisfaction	dropout factors	marriage	pupil personnel	
transfers	vocational guidance	curriculum development		school size	
teachers	culturally disadvantaged	extracurricular activities		grade retardation	
	financial needs	family background		intelligence	

17. ABSTRACT (MAX. 250 WORDS)

A dropout is a pupil who leaves a school before graduation or before the completion of a program of studies, and who does not transfer to another school. Tables show the number of pupils in schools from grade five through college entrance from 1924 to 1962, and from grade nine through graduation from 1928 to 1962. Another table shows public school ninth grade enrollment in 1958 and the number and percent graduating in 1962 by state.

Some of the reasons for leaving school include financial needs, dislike of school, home circumstances, marriage, pregnancy, feeling of rejection, failure and retardation, conflicts with teachers, and frequent changes of schools. Early school dropout can be reduced by: improving the extracurricular program; providing part-time employment; improving the instructional program; assisting with educational choices; reducing size of classes; and cooperating in community, educational, social, and recreational programs. A list of references of public school programs which are taking measures to keep children in school is included.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

ED001431

2. ORIGINAL ISSUE CONTROL NO(S).	3. IDENTIFICATION NO.
N.A.	N.A.

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4. AUTHOR(S):
Mercer County Board of Education

5. TITLE OF DOCUMENT ABSTRACTED:
The Bold New Venture - School Dropout Training Program

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Mercer County Board of Education
ST. Mercer County, W. Va.
CITY, STATE

9. PUBLISHER OR SOURCE
Mercer County Board of Education
Mercer County, West Virginia

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1962	90

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PROPOSAL [ ]
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FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (6-12)

counseling	job application	educational legislation	
vocational training	home cooperation	student opinions	
dropouts	testing and guidance		

17. ABSTRACT (MAX. 250 WORDS)

Investigated was the question why boys of 16 and 17 years of age drop out of school and what can be done to help prepare them for a productive and satisfactory life in society.

The job preparation program began with Bill #72 of the West Virginia legislature. It included shop training in various vocations such as Radio-TV repair, industrial and household painting, carpentry, auto repairing, sheet metal, etc. The students were all boys and were bused from various home locations to the work shops throughout the county.

Material is included in its original form, as spoken or written by the 150 members of the classes, parents, teachers, and visitors to the program.

Some observations made were: 1) Dropouts are out of school as a result of the failure of the home and the school; 2) The period of intensified training was too brief; 3) All youth should be required to remain in school until they are 17 or have completed high school; 4) All school systems should provide vocational or job training; 5) The tendency to drop out may begin in the third, fourth, or fifth grade; laxity on the part of teachers toward such students contributes to dropout problems.

The program motivated most of the 150 boys to consider their futures and take positive steps toward completing their educations.

ERIC No.	18. SOURCE OF ABSTRACT		
	C. FUNDING DATA		
	19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
		22. TOTAL COST OF PROJECT	
		23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002228	N.A.	N.A.

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4. AUTHOR(S): State Board of Education, Columbus, Ohio

5. TITLE OF DOCUMENT ABSTRACTED:
Report of the Twelfth Annual All Ohio Guidance Conference
Guidance for a New Today and Tomorrow

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. State Board of Education
ST. Columbus, Ohio
CITY, STATE

9. PUBLISHER OR SOURCE
State Board of Education
Columbus, Ohio

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	9/65	103

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FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (8-12)

vocational counseling	teacher education	post high school guidance	
elementary counseling	communication		
duties of counselors	guidance development programs		

17. ABSTRACT (MAX. 250 WORDS)

A report of a conference designed to promote professional growth, interest, and challenge was given. The conference, with over 1,000 in attendance, not only emphasized the softhearted approach to counseling but also achieved strong professional-mindedness through its workgroup sessions, business meetings, and symposiums.

The workgroup topic "The Role of Guidance As Seen By Administration" was concerned with the expected duties of counselors. "Vocational Education for the New Tomorrow" was concerned with the need to educate teachers for the vocational field. "Guidance in the Elementary School" emphasized that the elementary counselor becomes knowledgeable through the scientific study of growth and development, child study procedures, and counseling and practicum. "Post High School Guidance for Tomorrow" discussed an extension of guidance and counseling services beyond the high school. "Pressure on Counselors Today and Tomorrow" emphasized the needs for mastery of techniques and knowledge in the counseling field.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED001623	N.A.	260

DO NOT WRITE IN SPACE BELOW

4. AUTHOR(S):
Los Angeles City Schools

5. TITLE OF DOCUMENT ABSTRACTED:
Careers Related to Industrial Education: A Collection of Career Guidance Outlines to Assist with Planning and Preparation for Occupations with Industry

6. PUBLICATION TITLE:
N.A.

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IN-PROGRESS [ ]
FINAL [X]
FOLLOW-UP [ ]

OTHER ERIC REFERENCES:

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7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
ORG. Los Angeles City Schools Evaluation and Research Section
ST.
CITY, STATE Los Angeles, California
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INST/LOC CODE

9. PUBLISHER OR SOURCE
Los Angeles City Schools
Los Angeles, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1964	174

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
counselor guide

16. INDEXING TERMS (8-12)
Los Angeles City Schools, Los Angeles, California
industrial education, job application, guidance, auto mechanics, industrial crafts, metal workers, counseling, drafting, electronics, graphic arts, workworking

17. ABSTRACT (MAX. 250 WORDS)

The guidance format for each occupation includes five major topics: Personal Requirements, Education and Training Opportunities in Junior and Senior High School, Opportunities Beyond High School, Advancement and Outlook, and Related and Specialist Occupations.

The outlines are intended to help the student identify and appraise his own pattern of aptitudes, interest, and other personal qualifications. They serve to acquaint him with available industrial education programs and employment possibilities.

The outlines include: auto mechanic jobs; drafting jobs -- architectural, industrial, and electrical; electronics positions; graphic arts occupations -- book binder, linotype operator, and photoengraver; industrial crafts — camera repairs, leather worker, optician, and shoe repairman; metal working jobs; and finally, woodworking occupations such as carpentry and cabinet making.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

VOCATIONAL GUIDANCE

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001732	N.A.	N.A.	

4. AUTHOR(S): Huff, Dr. Eldon E., et al.

5. TITLE OF DOCUMENT ABSTRACTED: Dropout Follow-up: A Report of A Summer Project in Guidance

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
Guidance Department
ORG South Bend Community
ST. School Corporation
South Bend, Indiana
CITY, STATE

9. PUBLISHER OR SOURCE
South Bend Community School Corporation South Bend, Indiana

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	8/64	74

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FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (8-12)

dropout problem	guidance			
counseling	job application			
	employment of youth			

17. ABSTRACT (MAX. 250 WORDS)

With six persons to staff the summer camp, the following objectives were set: 1. to gain additional information about dropouts; 2. to provide counseling services for students no longer in contact with the school; 3. to provide educational and occupational information for dropouts; 4. to provide a liaison between the dropout, the school, and the community; 5. to encourage further education of dropouts; and 6. to gain information to help identify potential dropouts. A job counseling center was established, and the staff developed an occupational-educational information library. In counseling the dropouts the approach was that of trying to provide the student with a better understanding of himself and the world around him. 70% out of 121 actually interviewed responded to counseling sessions. It was discovered that family attitude contributed to the student's dropping out. The majority of dropouts are academic dropouts long before they actually drop out physically. Help for dropouts must be provided by the school. A look at the total group of 225 boys showed that 104 were no longer in the community. Of the boys counseled 15 made arrangements to go back to a full-time school program and 13 to complete their high school programs.

A handbook on employment and educational assistance for out-of-school youth is given, designed to help the dropout. It shows how and where to look for a job, and was given to all students.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002302	N.A.	N.A.	

4. AUTHOR(S): Hickman, Ralph C.

5. TITLE OF DOCUMENT ABSTRACTED:
The Dropouts Did Come Back
A Special Summer Guidance School Program

6. PUBLICATION TITLE: California Education

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: Orange County Schools
ORG. Santa Ana, Calif.
ST.
CITY, STATE
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INST/LOC CODE

9. PUBLISHER OR SOURCE
Orange County Schools
Santa Ana, California

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
XI #4	5-9	12/64	5

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PROPOSAL ☐
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FINAL ☐
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OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

dropouts	parent conferences	motivation	Henmon-Nelson Test
high school	creative analysis	study activities	Wechsler Intelligence Scale
counseling	vocational guidance	summer school	Jastak Wide Range Achievement Test
	occupational guidance		

17. ABSTRACT (MAX. 280 WORDS)

A special summer school program for 60 selected high school dropouts was conducted by a county schools office. A major purpose was to prepare these dropouts, attitudinally and educationally, to re-enter a regular school program. The three counselors were assigned 20 students each. The students were required to attend daily classes in mathematics, English, reading, counseling, and activities. Parent conferences were an integral part of the total program. The curriculum incorporated an analytical approach toward problem-solving which allowed the student to realize a certain amount of success in his work each day.

Followup studies including monthly interviews conducted since the first program in 1964 offered proof that a similar program would be offered in 1965 to another group of dropouts. Successful practices employed in the special summer school have been emulated by other schools as preventive measures.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

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1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002300	N.A.	N.A.	

4. AUTHOR(S): N.A.

5. TITLE OF DOCUMENT ABSTRACTED: Guidance For Educationally Disadvantaged Pupils

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN
ORG. The University of the State of N.Y., The
ST. State Education Dept.
CITY, STATE Albany, N. Y.
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9. PUBLISHER OR SOURCE University of the State of N.Y., The State Education Department Albany, N.Y.

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1965	34

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FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: Report

16. INDEXING TERMS (6-12)

disadvantaged pupils	remedial services	positive counseling	counselors
disadvantaged family	tutorial services	vocational guidance	
home-school relationships	community relationships	guidance	

17. ABSTRACT (MAX. 250 WORDS)

Children from culturally disadvantaged backgrounds require special attention from counselors and other school personnel. Public schools often reflect a middle-class orientation and value structure. As a result, a large proportion of the school's activites expectations, and standards are partially alien to those of most of its disadvantaged pupils. The counselor may have to reexamine his approach in the light of the needs of the disadvantaged child.

Characteristics of children from low socioeconomic backgrounds which the counselor can use as general background material in counseling include: inadequate self-image; one or more years behind age-group in school; frequent tardiness, absenteeism or truancy; inability to communicate adequately either in writing or in speaking; a lack of knowledge of or feeling for school routine; retardation in reading; poor performance on tests; and hostility to authority.

A counselor can begin to explore the problems of disadvantaged students by reading the literature, consulting with others engaged in the work, and visiting other special programs. The counselor can identify disadvantaged children through case studies of pupils absent for long periods, identification of potential dropouts, and home visits. The responsibilities of the counselor include developing home-school relationships and remedial and tutorial services, expanding educational and vocational horizons, working with other staff members, developing community relationships, and working toward a positive counseling relationship. A heightened concern for the disadvantaged child can help the school to provide a more positive influence for pupils and their parents so that more pupils will remain in school to graduate and to take advantage of their potentialties.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ACCESSION NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001788	NA	NA	

4. AUTHOR(S):
Community Health and Welfare Council

5. TITLE OF DOCUMENT ABSTRACTED:
Youth Development Demonstration Project of the Community Health and Welfare Council of Hennepin County, Inc.

6. PUBLICATION TITLE:
NA

7. EDITOR(S):
NA

8. PLACE OF ORIGIN
ORG. Community Health & Welfare Council
ST.
CITY, STATE Minneapolis, Minnesota
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INST/LOC CODE

9. PUBLISHER OR SOURCE
Community Health & Welfare Council
Minneapolis, Minnesota

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
NA	NA	Apr 65	10

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FINAL [ ]
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OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
report

16. INDEXING TERMS (8-12)

culturally deprived	community attitudes	social agencies	curriculum development
juvenile delinquency	program planning	vocational education	
youth employment	social workers	neighborhood seminars	
		preschool education	

17. ABSTRACT (MAX. 250 WORDS)

The Council was awarded a two year planning grant of nearly $150,000 to develop a comprehensive network of programs and services for culturally deprived children in Minneapolis, to aid stability, and to retard delinquency. A committee composed of representatives from schools, social agencies, city, county, and state governments, business, labor, and the University of Minnesota studied two selected "target areas" for two years. Their findings and recommendations were published in "Guides for Action." The planning committee stresses programs which operate through existing agencies to attack the underlying conditions contributing to delinquency. A $250,000 grant was awarded to transform these plans into a demonstration program.

The demonstration program operates in the areas of youth employment, agencies, education, and volunteer programs. Neighborhood seminars help youth find employment. Educational action is being taken in curriculum development in the secondary schools and in a community nursery for pre-school training. Social services help residents to improve their neighborhood situations. Workers help mothers and daughters in fatherless homes to communicate with each other.

Volunteer programs include many activities in which non-professional people help in remedial tutoring. Camp Fire Girls and Girl Scouts have extensive programs in the target areas.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
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ERIC Form 1

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME 7/4/65	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.
ED002250	N.A.	N.A.

4. AUTHOR(S):
Board of Education, City of Chicago, Chicago, Illinois

5. TITLE OF DOCUMENT ABSTRACTED:
Handbook for Counselors: Grades 7 through 12

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

8. PLACE OF ORIGIN
Board of Education
ORG. City of Chicago
ST. CITY, STATE Chicago, Illinois

9. PUBLISHER OR SOURCE
Board of Education, City of Chicago
Chicago, Illinois

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	1963	149

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FINAL ☒
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR
handbook

16. INDEXING TERMS (6-12)

counseling techniques	continuous guidance	student counseling	
counseling goals	group guidance	counselor training	
educational goals	student employment	secondary education	

17. ABSTRACT (MAX. 250 WORDS)

An overview of the counseling philosophy, organization, and services now in operation in the upper grades of the Chicago school system is provided. The purpose of the program is to assist each student to develop realistic ideas and images about himself; to learn about the opportunities for himself in the world; and to help him formulate, plan for, and achieve worthy and realistic goals with ever-increasing self-direction.

Every student in grades seven through twelve is part of a longitudinal guidance program involving continuous counseling with the same counselor as long as he remains in the same school. The principles and goals of counseling receive varying emphasis at different grade levels.

A guide outline for counselors emphasizing services and activities for grade levels is presented. The following basic services are provided and discussed: articulation and orientation, identification and exploration of individuals, dissemination of occupational and educational information, counseling, parent conferences, placement activities, referral services, followup and evaluation activities, and maintenance of a system of records. Also discussed in detail are basic techniques for guidance and resources for a guidance program. The appendix includes specific information about publications, employment and age certificates, and forms and standards for use in preparing and evaluating occupational literature.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OR PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

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17. ABSTRACT (MAX. 250 WORDS)

These articles are written to given essential facts on testing to interested citizens. The importance of testing lies in its value as a guidance tool. Tests represent only a sampling of a person's performance from which general characteristics are inferred. There are numerous types of tests designed for specific purposes; measurement in some is indirect. Conditions under which tests are taken influence results, and accuracy of interpretation determines their usefulness. Test construction demands using advice of specialists, developing administrative procedures, and developing norms for interpretation.

Classification of tests is given on the basis of testing procedures and purposes. Large scale testing programs are described. Tests are used for identification of ability level and for selection for colleges and jobs. Group classification within schools and evaluation of teaching are aided by tests. They supply data for educational and vocational planning and assist counseling. Caution is needed in interpreting and reporting of test results. The cumulative record serves as the foundation of the guidance program. It is a depository of objective information. Its standards and uses are evaluated.

Programs of testing are important to guidance programs; current programs are described, but each school's program should be tailored to meet particular needs. The school staff, in its administration of the testing program, determines its usefulness. Techniques for selection of tests and utilization of results are suggested.

Definitions of common measurement terms follow the articles.

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